



Indiana School Improvement Plan

Holland Elementary

Southwest Dubois County School Corp

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Holland Elementary School (HLE) is one of two elementary schools within the Southwest Dubois County School Corporation. Our school houses preschool through grade five. Our typical enrollment is 220. Our school's free and reduced lunch program benefits approximately 24% of the school's population. Due to this low percentage, Title 1 is not offered at this school. Approximately 19% of the students in grade preschool - fifth grade have an individualized education plan and participate in the special education program, of these 9% are in grades K-5. There are approximately 6% of the students identified as high ability students. All general education teachers have received instruction in differentiating the curriculum, thus assisting in providing more individualized instruction for all students. An average of 1% of our students are ESL. All of these students have come from a Hispanic background. HLE's preschool program includes students identified with exceptionalities and general education students working together in an inclusive environment.

HLE currently staffs 35 employees which include: one part-time administrator and secretary, nine general education teachers, one preschool teacher, one special education teacher, one shared speech teacher, one shared (one day per week) music, art, and physical education teachers, one shared media specialist, one part-time library assistant, eleven part-time instructional assistants, one shared one day a week nurse, two cooks, and two part time custodians. HLE has two trained mentor teachers on staff.

HLE is located in the town of Holland, Indiana in the county of Dubois in Cass Township. The population of the town of Holland is approximately 700 with 300 families. Holland is largely a farming community. The largest employer in Holland is Prairie Farms Dairy. Other main industries in our area are poultry and woodworking factories. HLE is the central focus of the community.

In the past, HLE was a relatively stable, predominantly Dutch German community. Over the years the community has undergone change. The changing ownership of Holland's main industry (dairy) created a change in the make-up of the town's population. The rising mobility rate and cultural diversity in the area has presented challenges. A more global approach is being implemented to effectively serve our diverse group of children.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose statement at Holland Elementary was updated for the 2012-2013 school year, and has continued. It is a collaborative effort of all stakeholders. Our purpose statement reads as follows: The purpose of Holland Elementary is to provide a positive learning environment, which promotes success in the home, school, and community. Our objective is for each and every student to become a well-educated, productive member of our community, equipped with the skills needed to be successful in an ever-changing world.

Our direction statement reads as follows: The staff of Holland Elementary School, in partnership with parents and community, sets high expectations for students, while focusing on a solid core curriculum in a safe, supportive learning environment. We prepare students to reach their full potential as life-long learners and to thrive in an ever-changing society, both academically and socially.

Holland Elementary has adopted a new school-wide theme for the year 2015-2016: Be Your Own Superhero. This theme is incorporated into every facet of our building and curriculum.

Holland Elementary School Beliefs include:

*All Children can learn.

*Desire to learn is the greatest motivator.

*Children learn at different rates and to various degrees based upon their individual abilities.

*Children learn best when given choice as to how to learn based upon their individual learning style.

*Children learn best through doing, rather than by being told.

*Higher learning expectations produce a higher level of learning.

*All children are creative and display it in different ways.

*For success in today's technological society, technology must be an integral part of the curriculum.

*All children need both a physically and emotionally safe environment in order to learn to their individual potential.

*Children's basic needs must be met in order to learn to their individual potential.

*Children learn best when there is cooperation and communication between the home and school.

*Children learn best when good social skills are practiced.

*Education must be on-going and continue after the school day for children to achieve optimum success.

*Good citizenship is an important part of the educational process and everyday life.

*Education is a lifelong experience.

Through the AdvancED accreditation process, it was decided that the purpose and school-wide theme will be reviewed and updated as needed in the future. The purpose statement is posted throughout the building and recited by students and staff on a daily basis. This helps our students to be mindful and focused on the expectations of the school.

Teachers use test results from mClass DIBELS (Dynamic Indicators of Basic Early Literacy Skills), mClass TRC (Text Reading Comprehension), Pivot/INSPECT, ISTEP, SSP (Student Success Process) A/B tests to drive instruction. Curriculum maps based on Indiana College and Career Ready Standards also drive instruction. The data from assessments and the Indiana College and Career Ready standards help teachers set expectations for their students in every classroom.

We also maintain a GEI (General Education Intervention) team who meets on a regular basis and discusses ways to assist teachers who have concerns about meeting the needs of their students. HLE works with Southern Hills Counseling Services (WRAP program). This program supports not only students and the school, but also the family as a whole. A school counselor was added to our staff for the 2012-2013 school year through a corporation grant. HLE staff utilizes professional development days and RIDGE (Raiders Involved in Daily Growth and Enrichment) meetings to broaden knowledge of their teaching subjects and implement chosen strategies to improve students' performance.

The use of technology is available to both students and staff. Most classrooms have a Mobi and projector screen to use for instruction. Computers are available in the computer lab, media center, and in most classrooms. Student iPads are utilized in grades Preschool through 5. Ipads are utilized by certified and support staff for assessments and interventions. Academy of Reading, myON reader, and additional resources allow students to extend their learning beyond the classroom.

Opportunities are offered for students to interact and belong to the school environment, such as Spell Bowl, Math Bowl, sports teams, and extra-curricular activities.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Holland Elementary has maintained a high standard of school achievement according to AYP.

An exemplary rating was obtained from the years 2005-2010. In 2011, HLE was given a B grade (commendable progress) followed by an A rating (exemplary) in 2012, 2013, 2014 and 2015.

HLE takes pride in excellent attendance. According to the DOE website, HLE has maintained a 95% or greater attendance rate from the years 2008-2015.

Another notable achievement of HLE is the morning RIDGE program for our staff, which is scheduled daily from 7:40-8:10. While other schools struggle to provide professional development, our school has come up with a way to share information. The staff members at HLE participate in various professional development meetings for daily collaboration, Professional Learning Communities (PLC), guest speakers, technology meetings, and faculty meetings.

One service that was needed was a school counselor. Through the means of a grant, Southwest Dubois was able to employ a school counselor beginning the 2012-2013 school year. We are very excited to see the benefits from having this additional adult advocate for our students.

While we are proud of our accomplishments, we do recognize areas in which we need to improve.

According to ISTEP trending data, student writing application and language conventions was an area where improvement was needed. An action plan was put into place to increase student achievement in writing across the curriculum. A goal was set for students to demonstrate a 6% improvement in writing applications on the ISTEP sub score by 2015-2016. An additional goal requires students to demonstrate a 4% improvement on language conventions on the ISTEP sub score by 2015-2016. To achieve this goal, teachers will actively participate in ongoing professional development to improve student writing across the curriculum.

One of these areas is the sharing and explaining of the grading system with all stakeholders.

Another area is the need for a standard based report card in the primary grades. Kindergarten created a report card based on Common Core standards beginning 2011-2012 school year. Parents will have a better understanding of the skills their child has mastered and skills in need of improvement. This will address the concern regarding the grading system. Going forward, the need for a standard based report card will be aligned with the new Indiana College and Career Ready Standards.

Differentiating instruction across all grade levels is another area in need of improvement. We continue to look for different ways to differentiate instruction to insure student growth. Through professional development, leadership and staff share information using Best Practices and research based instruction. Training on Pivot/INSPECT reports to find and utilize data for differentiation was conducted by HES Literacy Coach to improve in this area. We strive to improve differentiation to meet the needs of our students.

struggling to solve. HLE has a technology infrastructure in place that supports all teaching, learning, and operational needs. The administration is actively pursuing grants and other funding in order to continue existing programs and add additional technology resources (laptops, ipads, etc.). However, there are times when students and staff have trouble accessing some technologies.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Evidenced by our school's history of exemplary ratings by the IDOE, it is clear that HLE staff and stakeholders care about the success of our school. We are constantly looking for ways to provide the best for our students and community.

Stakeholder satisfaction has increased in the past few years with the addition of our afternoon RIDGE (Raiders Involved in Daily Growth and Enrichment) program. This program was established to provide after school care for school age children while also providing academic support for those in need.

HLE is fortunate to have parents who actively advocate a positive learning environment for our children. The school has a very supportive Parent Teacher Organization (PTO). One of the goals of our PTO is to provide students, staff, parents, and community members a chance to share in fun and fellowship. They host various social events including a back-to-school party, annual Fall Festival, Talent Show, Accelerated Reader Carnival, school-wide themed T-shirts for staff and students, field trips, and a wealth of resources that help to make our school a vital focal point of the community.

HLE is actively involved in a Jr. Achievement program. It supplements the school's Social Studies program in the area of economics for all students in grades K through 5. This program is entirely funded and presented through donations and volunteers of the Holland Community, and is sponsored by the Holland Kiwanis Club.

The combined efforts of all stakeholders will continue to enhance student achievement. HLE will continue to set high standards and goals to achieve future success for all students.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The development of our school plan engaged a variety of stakeholders including teachers, instructional assistants, community representation, and parents. Due to the small size of our school all of our teachers were involved in developing the plan. School Improvement Plan meetings took place during RIDGE professional development meetings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Representation from stakeholders included teachers, instructional assistants, parents, business leaders/community members, administrator, teacher appointed by the CTA, and a parent of a child with exceptionalities. The responsibilities included looking through trending ISTEP data to find our weak skill area and to develop a school-wide goal based on the data. Next, the committee developed action plans and timelines to meet the desired goals. Finally, the committee looked for feedback and then communicated the plan to all other stakeholders.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan was communicated to stakeholders through email, newsletters, and discussion through teacher meetings, instructional assistant meetings, PTO meetings, and Kiwanis Club community meetings. Stakeholders regularly see actions from the improvement plan carried out through parent programs, newsletters, and through school-wide implementation of various writing strategies/plans. Information on progress to stakeholders is delivered as needed/necessary, but at least mid way through the year.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Instructional Staff Handbook, Morning Announcements, Agenda Book Snapshot 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Best Practices Minutes, Simple Six Writing Rubric, Writing prompt dashboard and binder snapshots, Writing Prompt Schedule, Ridge Calendar, High Ability Statement, DIBELS Progress Monitoring Data, Language Arts/Math Differentiated Lesson Plans, SSP Map/Data, Rocket Math Charts, Teacher Evaluation Tool, myON Reader Information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Parent Harmony Access Page, Data Binder Snapshot, Intervention Team Schedule and Documentation Chart, School Accountability Letter, Survey Results 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

At Holland Elementary School (HLE), it is our intent to maintain and communicate a purpose and direction that facilitates a common goal toward student achievement within the classroom and community. As leaders within our school and community, it is vital for us to provide an opportunity for each and every student to find success in life. We strive to facilitate and maintain a positive learning environment that promotes success in the home, school, and community. With the support of our staff, parents, students, community and business leaders, we have built upon a foundation of skills, knowledge and values that have allowed us to develop and implement a solid core curriculum where all students have the opportunity to reach their full academic and social potential. In previous years, the common goals established in our mission statement were created, discussed and implemented throughout our school environment; however, they were not actively implemented with all stakeholders. After discussion and collaboration with all stakeholders, we have created a purpose and direction that is discussed and implemented throughout the entire learning community including those whom are not housed in our school building. Our purpose and direction is a collaboration of opinions and input from everyone involved in the growth of our children within our school and community. Through review of our current practices and process involving communication relative to Standard 1, we are operating at a level 4 through the concept map rankings. INDICATOR 1.1 The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. In the past, our mission and vision was created and posted in and around the classrooms and offices. Within our morning routine, all students were visually aware of our mission and recited it following the Pledge of Allegiance. We found through the AdvancED accreditation process that we were negligent regarding collaboration with our community of stakeholders. To correct this deficit, we gathered feedback from all stakeholders via surveys with staff, students, parents, and community members, and staff meetings. From this research, we developed and implemented our purpose and direction statements. These documents

are posted throughout the school and accepted within our community. We continue to implement our school's purpose with fidelity on a daily basis within our morning routine. Our purpose is communicated to our stakeholders through school and classroom newsletters, corporation website, agenda books, instructional staff handbooks and student/parent handbooks. The reviewing and revising of these documents will be set on an annual basis allowing all stakeholders the opportunity to evaluate and propose revisions to our existing statements .INDICATOR 1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. Professional development at HLE consists of daily RIDGE (Raiders Involved in Daily Growth and Enrichment) meetings that focus on specific learning objectives that contribute to the common good of our entire learning community. These meetings allow teachers to collaborate and build a strong educational culture where all members of the learning community benefit. Although many items are discussed, meeting topics include curriculum alignment, data analysis, best practices, and basic student learning objectives. Our commitment to this type of positive culture is clearly evident throughout our administration and staff by their daily attendance and participation in all professional development. As a whole, we offer solid research based educational programs. The language arts curriculum can be differentiated between various levels of student achievement. Through the AdvancED process, we discovered a need for a tool that accurately assesses a child's reading level for grades three through five. We had the programs in place to assess, remediate and challenge our students in grades kindergarten through two, but we did not have a similar program in place for the upper-grades. As a response to this need, the corporation has acquired a program, MyON Reader, which will identify a student's current reading level across grades K-8. Professional development on this program has been implemented, and the program will be initiated during the spring semester of 2012 - 2013. The math curriculum also offers opportunities for differentiation. In addition to the classroom curriculum, we administer Rocket Math and (SSP) Sustained Student Progress programs. High achieving students are identified for enrichment in the language arts and math areas. Indicator 1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. We feel confident as a school in our use of documented and systematic improvement for student learning. This is evident by our DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scoring data, SSP process and scores, and our General Education/Response to Interventions process. Writing portfolios provide current, comprehensive data for each student. These portfolios are accessible to all staff. Our parent Harmony access includes up-to-date information regarding comprehensive grades, scores on specific assignments and missing assignments, discipline data, lunch information, and teachers' weekly lesson plan highlights. To address the need for improvement, we will continue to strive to keep our Pivot system up to date. Our continuous improvement efforts are demonstrated through our daily RIDGE meetings. This contributes to the continuity across grade levels by allowing weekly team meetings. It gives our staff the opportunity to discuss the details of programs that are specific to each grade level and curriculum. Programs, such as SSP and DIBELS, require collaboration to ensure that they are grade level specific and effective. Our RIDGE meetings allow for that collaboration time. Our school improvement plan is submitted to the state on a yearly basis. This plan documents our goals for continued support of student learning. A committee representing all areas of our staff and stakeholders meet to discuss and implement changes to our school improvement plan yearly.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Teacher Contract, Non-Certified Employees' Policy Manual, School Board Meeting Minutes, Public Newspaper Minutes, RIDGE Calendar/Meeting Notes, Teacher Meeting Agenda, RIDGE After School Program, Response to Intervention, Field Trip Guidelines. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Roles and Responsibilities of School Leadership, Principal's/Corporation Budget, Transportation Policy, Drug Free Workplace, Substance Abuse Policy, Employee Assistance Program, Food Service, Free and Reduced Application, Expanded Criminal History Check, Emergency Procedure Guide, PTO Officers, Corporation Policy Manual 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Principal RISE, CSPD Funds, ECA Funds, Principal's Budget, Bunny Money, Technology Plan, Assessment Calendars, Elementary Reading Plan, AdvancED Committee Groups, On-line Resources, Social Media, Corporation Policy Manual, 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Survey results •Examples of decisions in support of the school's continuous improvement plan •Teacher Meeting Agenda, RIDGE Calendar, Common Plan Time Agenda/Documentation, SSP Calendar, Kindergarten Report Card/Curriculum Map, Curriculum Map (K-2), GEI Team Documentation, DIBELS Lesson Plans, SSP Lesson Plans, Discipline/Behavior Documentation Form/Student Reflection Sheet, Data Analysis, School Improvement Plan, Preschool Foundations for Core Standards 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan •School Letter Grade Recognition 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Certified Staff Evaluations, Non-Certified Staff Evaluations, Employment Recommendation Memorandum, Highly Qualified Non-Certified Staff, Non-Certified Staff Meeting Agenda, IMAP Assessment/Letter, CPI Training, Administrative Coverage for Summer School, other items (listed in previous indicators) 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Holland Elementary School (HLE) provides governance and leadership that promotes student performance and school effectiveness. Necessary documentation in the form of policies and manuals are available for all staff, students, parents, and other stakeholders. Committees are established to develop a plan for school improvement and to ensure communication that allows stakeholders to voice concerns that affect the school. HLE addresses school policies, concerns, technology, scheduling, accountability, and assessment through school board meetings, RIDGE (Raiders Involved in Daily Growth and Enrichment), professional development workshops, technology committee, reading committee, school improvement committee, GEI/RTI meetings, WRAP services (partnership with Southern Hills Counseling Center), textbook adoption, corporation discussion meetings, and AdvancED committee meetings. The Southwest School Board has manuals and policies in place that are accessible for all stakeholders to examine. Procedures and practices are clearly defined in the corporation, school, and staff handbooks. Additional efforts at keeping stakeholders informed on current information and policies include the corporation website, School Messenger (phone messaging system), Harmony, PTO Meetings, take home folders, newsletters, and School Board Meetings. The governing body strives to participate in an ongoing process of professionalism and training. The School Board has a corporation manual that defines the members' roles and responsibilities. Although encouraged to participate in professional development, members have the option. The governing body, leadership, and staff have developed a School Improvement Plan (SIP). An essential element of our SIP is our school wide writing goal. We decided on the writing goal after reviewing the trending data of ISTEP scores for the last four years. We identified the areas of weakness in language conventions and writing applications. We have strengthened these areas by focusing on daily writing instruction; using writing benchmarks for beginning, middle and end of the year, incorporating writing across the curriculum, use of iPad applications, and computer programs. All grade levels use the simple six rubric and language conventions rubric to assess. In addition, daily language conventions are completed consistently in grades K through five. Through the AdvancED accreditation process, we discovered we needed to strengthen our collaboration with a broader spectrum of stakeholders. We have come to realize the importance of collecting data from all stakeholders involved with HLE. We have strengthened this area by adding student surveys, parent surveys, and stakeholders' surveys. All stakeholders will continue to be informed through the RIDGE calendars, school newsletters, community newsletters, board meetings, teacher meetings, emails, and discussions at community organizational meetings, such as Kiwanis. The governing body assists the school leadership in day-to-day management and in implementing school programs by providing a school budget and corporation policies. It also insures quality leadership by using the RISE evaluation for principals. This evaluation is given by the superintendent. The staff has been encouraged to further promote success in our school by attending professional development. Due to limited funding, the staff attends professional development that pertains to AdvancED and school improvement goals. Our school has received the 21st Century grant and the High Ability Grant. We will continue to apply for grants as they become available, so we may launch new programs and learning strategies that would benefit our students. The staff embraces the philosophy that all students are capable of making educational progress. This commitment is supported through conversations in RIDGE meetings, grade level meetings, common plan time, and through our Purpose and Direction Statements. HLE has made continued progress in the area of remediation. Individual student needs are addressed with a wide range of opportunities. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) identifies students in need of reading remediation. Academy of Reading is being utilized for remediation with our struggling readers. SSP (Student Success Process) groups students for remediation and enrichment activities in grades two through five. Additional support is provided by the classroom teacher through remediation groups for language arts and math, IEPs, working with educational assistants, differentiated instruction, ninety minute reading blocks, and small group instruction. Spell Bowl and Math Bowl teams compete on more advanced levels to challenge the high achieving students. Student council, spelling bee, and science fair participation provide opportunities for all students to compete at their highest potential. RIDGE offers after school tutoring to provide skill remediation and homework help for grades kindergarten through five. The corporation has a certified counselor to help give direction regarding academic and personal concerns. Significant data through Pivot/INSPECT, ISTEP, Simple Six, SSP, DIBELS, RAPS 360, and GEI meetings provide direction for classroom instruction.

Continued professional development on data interpretation by the Corporation Testing Coordinator and Huntingburg Literacy Coach has led to a better understanding of test results and more effective strategies being used in the classroom to ensure student growth. Teachers and non-certified personnel are evaluated on a rubric scale. The principal completes his observations listing strengths and areas to improve. Teachers have formal and informal observations each semester. Teachers are evaluated on leadership ability, "best practices", school letter grade, and student growth.. The principal is visible in the school building and is an active part of day-to-day operations. HLE strives to meet the needs of all students. It is important for us to continue to look for innovative ways to differentiate instruction to ensure student growth. We strive to provide opportunities to improve communication between leadership, staff, and students by collaborating and sharing information at RIDGE meetings, teacher meetings, grade level meetings, AdvancED committees, technology meetings, noncertified meetings and emails. As a result of the hard work and dedication of HLE teachers, staff, students and stakeholders, we have been honored with the rating as an Exemplary (A) school by the state and a 4 Star School. We are still waiting for the 2014-2015 state results. We are currently operating at a level 3 in Standard 2.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Posted learning objectives •Representative samples of student work across courses •Course descriptions •Curriculum Maps/Guides with Indiana College and Career Standard Alignment, Pivot/INSPECT reports, RAP 360, SSP Intervention Calendar, DIBELS, ESL, Common Plan Notes, Special Education Instructional Assistant Schedule 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Standards based report card (K), SSP Intervention Calendar, Brigance Screening, Rocket Math Student Data Sheet and Goal Assessment, RIDGE(Professional Development Calendar), ISTEP Results, Pivot 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •GEI Classroom Documentation, AR Schedules, IEP Meeting Schedules, Master Schedules, RIDGE 21st Century Learning Center 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs •Progress Report, Common Plan Agendas 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results • ISTEP Scores, Library Helpers, Minds in Motion Helpers 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Data Wall Pictures, Student Data Dashboard Pictures, Assessment Calendar, MClass Benchmark Test Sample 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Harmony, Assignment Books and Folders 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Description of formal adult advocate structures •Speech/Child Connection to Student Schedules, ISTEP Remediation Schedule, ISTEP Remediation Parent Letter, Homeroom/Class Lists, WRAP Services, Behavior Consultant Group, School Counselor Schedule 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Professional Development Forms, Academy of Reading 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Holland Elementary School (HLE) is operating at a level 3 for Standard 3: Teaching and Assessing for Learning. Teachers at Holland Elementary set high expectations for all students. To drive instruction, teachers use test results from mClass DIBELS (Dynamic Indicators of Basic Early Literacy Skills), mClass TRC (Text Reading Comprehension), CM-A (Curriculum Map Aligned), Pivot/INSPECT, RAPS 360, ISTEP+, and SSP (Student Success Process) A/B tests. Curriculum maps, based on Indiana College and Career Ready Standards, also guide instruction. The data from the tests and the standards help teachers set expectations for their students. Student and teacher surveys show that teachers use a variety of teaching strategies to meet the diverse needs of students. Teachers use IEPs (Individual Educational Plan), Individual Learning Plans, interest and learning style inventories, and classroom observations to create lesson plans. As shown in lesson plans and classroom activities, our teachers use research based strategies to design instruction. This is an area where teachers continue to improve in using best practices and implementing research-based instruction that can be documented. Teachers also use new information from professional development opportunities and professional organizations to utilize new practices when creating lesson plans. The variety of activities implemented in the classroom encourage higher order thinking. Various instructional methods and activities are evident in classroom displays, data walls, and pictures. We are working to become a more data driven school. We have used data from ISTEP+ scores, DIBELS, TRC, Kindergarten Brigance Test, and SSP data to create interventions for struggling, special needs, ESL (English as a Second Language), and high achieving students. Students in grades 3-5 who need additional help in language arts and math meet in ISTEP Remediation time. This is a chance for teachers to provide additional practice for those students identified as non-mastery in specific skills. Teachers use data from SSP tests, DIBELS benchmarks, and Pivot/INSPECT to create remediation groups. Total inclusion is used as

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much as possible at HLE in order to create a sense of belonging for all students. To help meet the needs of the high achieving students and address the various learning styles of students, we use programs such as Academy of Reading, Education City, FASST Math, MyOn , Accelerated Reader, Tumblebooks, Brainpop and implement other classroom activities, such as the Science Fair, Junior Achievement (1-5), and guest speakers are also implemented. Our administrators have implemented a teacher evaluation process that supports, encourages, and evaluates the improvement of instructional practices that ensures student success. Parent and student survey responses indicate a sense of safety and acceptance at Holland Elementary. The survey responses also indicate that parents and students are comfortable with and trust the teachers. Self-contained classrooms and homeroom teachers help promote self-esteem and belonging through group activities, goal setting, and other team building activities. Opportunities are offered for students to interact and belong to the school environment such as Spell Bowl, Math Bowl, sports teams, and extra-curricular activities. Behavior guidelines and expectations are displayed in the classrooms. Emergency procedures are displayed in the classrooms, and drills are practiced throughout the year. As evidence for school improvement, the Standard 3 team has collected examples of standards included in daily lesson plans and grade level writing prompts. Pivot (Data Warehouse) includes ISTEP and Pivot/INSPECT, subject area pre-tests and post-tests, Teacher Evaluation forms, DIBELS, and mClass TRC. Also, as a part of our school improvement goals we have implemented a school-wide benchmark writing prompts and daily language conventions (K-5). Students writings are displayed in the hallways. A grade-wide rubric for both language conventions and writing applications is implemented. HLE's staff utilizes professional development days and R.I.D.G.E. (Raiders Involved in Daily Growth and Enrichment) meetings to broaden their knowledge of their teaching subjects and implement chosen strategies to improve student performance. We have gathered evidence to show that teachers at Holland Elementary have high expectations for students and utilize many resources to teach lessons that are relevant, differentiated, and culturally sensitive. Central Office keeps track of all professional development days through request forms, which are kept on file. Holland Elementary School has programs in place for training new teachers and familiarizing them with the school's policies and academic programs, such as DIBELS NEXT training and R.I.D.G.E. meetings. Teachers use the Harmony system to post grades. Additional resources, such as emaze.com allow students to extend their learning beyond the classroom. Also, an integral component of student learning is communicating student expectations to all stakeholders. Examples of promoting these are orientations, parent-teacher conferences, P.T.O. (Parent-Teacher Organization), progress reports, DIBELS reports, and report cards. Local newspapers regularly list student achievements, service projects, and minutes of school board meetings. Additionally, teachers utilize community stakeholders as classroom resources. Stakeholders visit classrooms and speak about various topics: Junior Achievement, Fire Safety Programs, Wayne Hart (local meteorologist), Kindergarten Connections, Purdue Extension Program, and Farming in the Classroom, Vectren and more. Student learning requires a collaboration of teachers and staff along with community stakeholders. Holland Elementary has established these relationships. In addition to communicating expectations for student learning, Holland Elementary also encourages families to support children as learners. Teachers and staff frequently interact through meetings/conferences, phone calls, Facebook, and web messages to support the dynamics between the student learning and the support of the family. Holland Elementary School stakeholders are engaged in the process of continuous improvement with devices such as a school-wide newsletter, student agenda books, monthly calendars, and a school website. The agenda book and school website both contain the school's purpose and direction statements, as well as other essential information useful for students and parents. HLE is very proficient in sending out information, making stakeholders aware of learning expectations, achievements, and opportunities for volunteer work. Through the process of AdvancED stakeholder surveys, we realized the need to continue to seek input from all stakeholders. We strive to create stronger avenues for communication and relationships with stakeholders who do not utilize the technological resources available. HLE has different programs so that each student is supported by at least one adult advocate in the school building. Each student is assigned to a homeroom teacher, who is responsible for supporting each student's educational experience. We also implement a program called SOS (Save One Student) in which every staff member is assigned to a student who is at risk academically or who is struggling in other areas, and makes regular contact with the student without the student being aware of it. GEI (General Education Intervention) teams also meet and discuss ways to assist teachers who have concerns about meeting the needs of their students. We establish a connection with Wrap Services(partnership with Southern Hills Counseling Center) for any student and/or their families, who need additional support. One service that we lacked in the past and feel is very beneficial for our students at Holland Elementary School is a school counselor. We are very excited to see the benefits from having this additional adult advocate for our students. Our current plan involves targeting students to successfully pass ISTEP by practicing skills

through supporting programs such as SSP, Pivot/INSPECT, DIBELS, and TRC. The students who meet the criteria receive remediation in the academic areas where weaknesses are evident. In years past, HLE has met AYP and was rated Exemplary (A) from 2012-2015. HLE works toward continuous improvement using tools such as faculty meetings, student writing prompts, Pivot/INSPECT assessments, formal state assessments, and a school website. Faculty meetings are broken down into different focal areas which include but are not limited to: R.I.D.G.E, overall faculty, technology, AdvancED, grade-level teams, and grade-level collaboration. HLE is transitioning into using more than ISTEP results to drive our student growth and targeting more goal-specific issues. Teachers use Pivot/INSPECT, ISTEP, informal classroom assessments, DIBELS, TRC, and student writing prompts to assess student achievement. Following the grading of an assessment or prompt, teachers evaluate student performance and cover areas of weakness. Students, as well as teachers, are able to use the information to improve their performance in different subject areas. HLE utilizes communication tools such as a school website, and Harmony. Harmony allows parents and students in grades 1-5 to access grades as well as other vital information that is necessary to be a successful student. The use of technology is available to both students and staff and is widely used. Instruction is provided via a variety of ways. Most classrooms have a Mobi device, a projector, multiple iPads, and an Elmo to use for instruction. Computers are available in the computer lab, library, and student one to one iPads are utilized in grades 2 and 3. Technology meets the research needs of most students. In addition, new textbooks have online components, which are available to teachers and students as well. Holland has an internet use policy to ensure internet safety and appropriate use. With all above resources at hand, there are times when students and teachers have trouble accessing some technologies. Teacher survey results indicate a need for improvement in technology. The students and staff at Holland Elementary School take teaching and learning seriously. We are consistently re-evaluating our programs and making adjustments when needed. We have changed our Kindergarten report card to a standards based report. We continue to strive to meet the high standards we set for ourselves and our students.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Survey results •Assessments of staffing needs •Interview Process Materials, Criminal History and Background Check Information, Employment for Professional Staff Requirements, Professional Staff Evaluations, Leave Requests, Back-to-School Information, Instructional Staff Handbook, Non-Certified Employees' Handbook, Student-Parent Handbook 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Survey results •School schedule •School calendar •Assessment Calendars, Remediation Calendars, DIBELS and Pivot/INSPECT Reports, RIDGE Calendar, Principal's Budget, 21st Century Learning Grant, PTO Information 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •School Nurse Schedule, Blood Borne Pathogens Training, Incident Report, Sign-in/Sign-out Sheets, School Bus Behavior Form 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Book Fair Information, Library/Media Resources, Media Center Collection Policy, Harmony Information, School Website 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use •Student Permission Slips for Internet/Media 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •Holland Comment Card, Food Service Letter, Free and Reduced Lunch Application, Backpack Program, RIDGE (Student), Holiday Caring and Sharing, Hearing and Vision Screening Program, Student Accident Insurance, Student Medication Form, Individual Learning Plan, ESL Home Survey, WRAP Program Information, Jr. Achievement Program, Kindergarten Connection, Kindergarten Round Up, Ride Solution Information, PTO 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process •Counselor Information, RTI Process, Education Evaluation Forms, Family Educational Rights and Privacy Act 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

It is our clear purpose at Holland Elementary (HLE) to help each student succeed in school and in the community at large. We work to put in place programs and services to assist the child as a whole, as well as the family. At Holland Elementary we are open to continuous growth and change in order to meet these needs. We are currently operating at a level 3 in Standard 4. HLE seeks out and maintains qualified professional and support staff who support the school's purpose and direction. In an attempt to fill each position with only the most skilled personnel, our school administrators put candidates through numerous background checks and interviews. Authentic and thorough

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evaluations are conducted to ensure the quality of education at HLE. Policies for all faculty and staff are outlined in an attempt to define roles and responsibilities. In recent years, class sizes have grown at HLE. The large number of students in one class became a concern. In an effort to help maintain an acceptable teacher to student ratio in the primary grades, we have split the grades into two classes. We at HLE understand the importance of effective planning and use of instructional time. For this reason, kindergarten through fifth grade has a scheduled 90 minutes uninterrupted language arts block. In addition to this time, students in kindergarten through third grade spend thirty minutes a day in literacy intervention groups. We use DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as a means of targeting the needs for these groups. Students in grades two to five also have an extra thirty minutes working with our Student Success Process (SSP). The Pivot/INSPECT assessment drives the grouping and focus of these remediation or enrichment groups. In addition to student programs, the staff engages in daily professional growth. This is known as RIDGE (Raiders Involved in Daily Growth and Enrichment) time. Each morning the staff meets for thirty minutes to discuss various topics such as technology, team collaboration, and guest speakers. We consider this consistent and frequent professional development to be a strength of HLE. HLE utilizes various avenues as a means to financially support our educational programs. Grants have been used to obtain new resources and materials to enhance the education of our students. Recently, a grant through Toyota was utilized to purchase I pads for each classroom. The PTO at Holland is a great contributor. Through fundraising efforts, such as candy sales, raffle tickets, and a fall festival, the PTO is able to provide each class with money to purchase supplies or additional resources. Holland Elementary has approximately 24% of students receiving free or reduced lunches. With this in mind, Southwest Dubois School Corp offers backpack programs for school supplies and weekend nutrition as well as reduced RIDGE fees. Safety of students and staff has always been a priority at Holland Elementary. An Emergency Procedure Guide flipchart has been developed by the school corporation and is posted in each classroom in the building along with information regarding safe areas and evacuations. All faculty and staff are required to attend an annual meeting discussing emergency procedures as well as blood borne pathogens. A school nurse is shared by schools in the corporation. The custodial and maintenance responsibilities are shared by two custodians assigned to our building with assistance as needed from the corporation maintenance director. A ticket system is used to report issues and needs. We feel fortunate to have wonderful facilities at HLE. In recognition of the importance of media resources in today's world, we share a media specialist with the other schools in the corporation. In addition, we also have a media assistant. Together, they work on constantly improving the resources available to the students and staff through both printed and digital media. A Scholastic Book Fair is held twice a year to generate revenue to increase our media resources. Programs such as Reading A-Z, Tumble Books, and Brain Pop are a few of the resources available to teachers as well as library books. Our corporation and school rely on our website to keep students, parents, and community members informed. The school corporation also uses School Messenger as an effective means to share information, cancellations, and important announcements with parents. We understand that developing and using technology needs to be at the heart of our educational programs. Classrooms have been equipped with overhead projectors, Mobi digital-writing devices, elmos or document camera and multiple iPads. Classroom sets of iPads are used in second and third grades. The school building has wireless capabilities. In addition to the classrooms, we have a school computer lab available for use. Five Star provides technology support to is available to aide in trouble shooting and professional development. New to the school this year is a Technology Integration Specialist. She serves as a technology coach for classroom teachers, introducing new ideas and supporting programs already in place. We strive to meet the needs of our students physically, socially, and emotionally. Incorporating programs within the school, as well as our community, we focus on the whole student. Reduced/free lunch, a backpack program for weekend nutrition, and the distribution of filled backpacks with school supplies help to meet the physical needs. Vision and hearing screenings are also conducted through our school nurse. Our Character Counts initiative focuses on teaching and rewarding good conduct. The Wrap-Around program is offered to HLE through the Southern Hills Counseling Center. Its goal is to aide families experiencing challenges by creating a team of school staff, community counselors, and family members to help identify a family's strengths and needs. WRAP services assist in finding support to meet the family's needs. HLE also takes part in the Junior Achievement Program. Community members help to educate the students on community, financial, and economic values. One of the goals of our PTO is to provide students, staff, parents, and community members a chance to share in fun and fellowship. They host various social events including a Back to School Party and a Fall Festival. An exciting addition to HLE is Susan Partenheimer, a school counselor. We feel that with her experience and expertise we will now be better able to serve our students. Providing counseling for at risk students was an area of concern in the past. We wish to continue to secure the fiscal means necessary to keep the position constant

for our students. HLE has a RTI (Response to Intervention) team comprised of the school principal, the school psychologist, the speech therapist, and the special education teacher. This team, along with the classroom teacher, meets every nine weeks to discuss students who are struggling academically or behaviorally. We feel that through this process the school has a solid grasp on the needs of our at-risk students. Although we are confident in the process set in place, we do look to continue to improve. Our next step is to use even more empirical data in the RTI Meetings. HLE is part of an exceptional children cooperative. The Dubois-Spencer-Perry-Pike Exceptional Children's Co-op serves three local counties. As part of the co-op, HLE is assigned a school psychologist, occupational therapist, physical therapist, behavior consultant, and other specialists as needed. Due to current student needs, we receive the service of a Blind/Low Vision therapist and an orientation and mobility specialist. Our speech and language pathologist is employed through the school corporation.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Assessment Calendars, ISTEP, I-READ, DIBELS, Pivot/INSPECT, SSP, Writing, 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •ISTEP, I-READ, DIBELS, Pivot/INSPECT, SSP, Data Walls, 	Level 3

Indiana School Improvement Plan

Holland Elementary

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •IDOE Literacy Tool Kit, I-READ 3 Blue Print, RIDGE Calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •Pivot/INSPECT Testing, ISTEP, SSP, DIBELS, GEI, Monthly School Newsletter, 9 Week Super Stars, RIDGE, Report Card, Sample of Parent Survey 	Level 3

Indiana School Improvement Plan

Holland Elementary

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Weekly Newsletter, Open House Letter, ISTEP and I-READ Letter, GEI Parent Letter, MClass DIBELS, WRAP Referral Form, Parent Survey, HLE Student Handbook 	Level 4

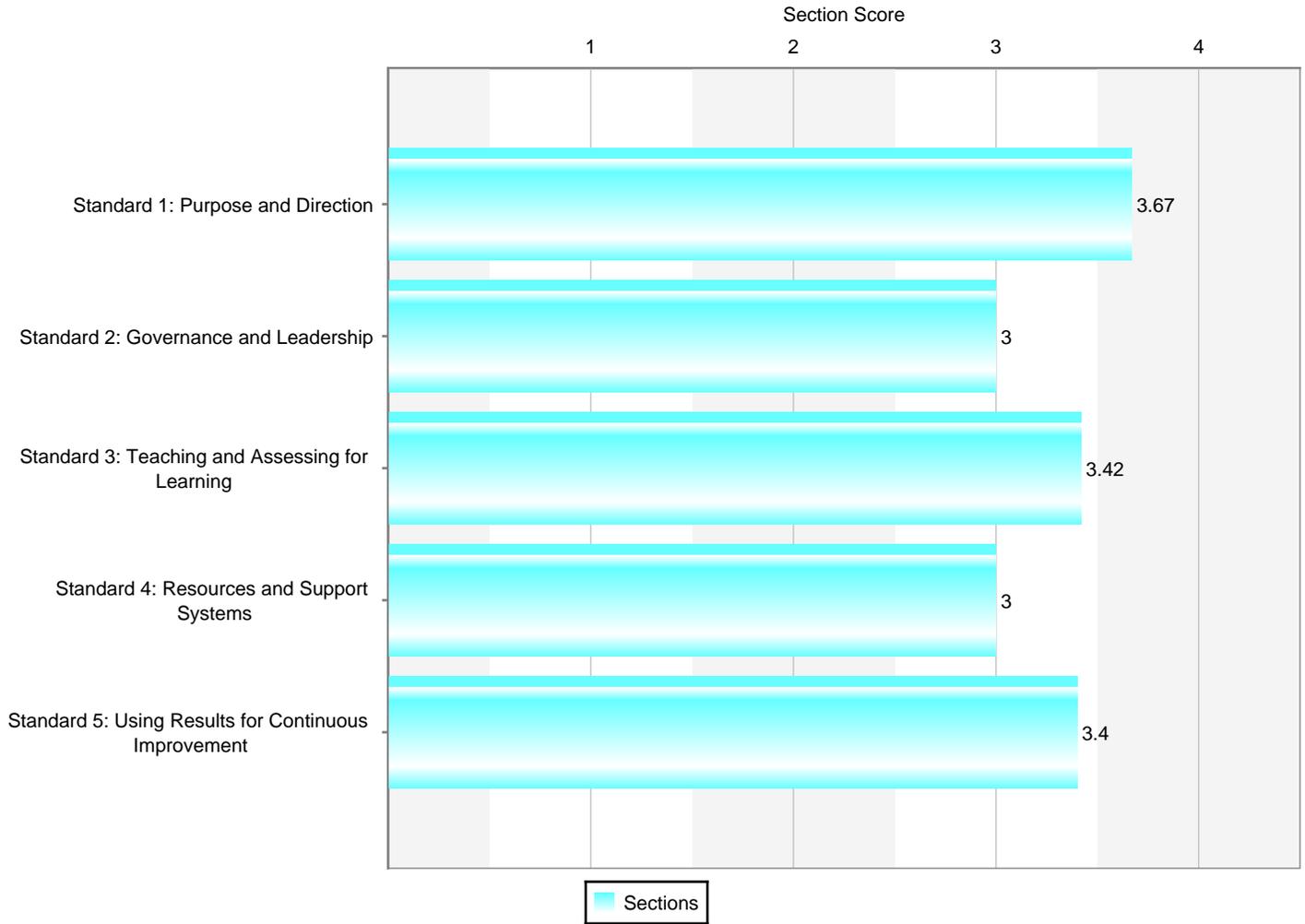
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The staff of Holland Elementary (HLE) strives for continuous progress by conducting ongoing assessments which can track individual student improvement and overall school performance levels. Data is gathered from ISTEP, I-READ, , mClass DIBELS (Dynamic Indicators of Basic Early Literacy Skills), SSP (Student Success Process), Pivot/INSPECT, RAPS 360, and Simple Six Writing Traits. The resulting data is used to measure student growth and point to the types of strategies that lead to verifiable improvements in student learning. Teachers meet to scrutinize ISTEP and I-READ to determine strengths and weaknesses. Our school uses procedures that demonstrate verifiable improvement in student learning and provide valuable data to indicate student readiness for the next level. SSP utilizes Pivot/INSPECT testing through the implementation of pre-tests and post-tests. Test questions derived from national and state databases determine what students know. The school uses that information to build SSP groups which provide remediation and enrichment for those identified students. After two weeks of interventions, students are given a post-test to check for mastery. If mastery is not achieved, standards are revisited. The DIBELS Program is also used in the school to determine student literacy levels. Teachers and DIBELS staff work with students who are in need of specific help in areas such as identification of initial sounds, oral reading fluency, phonemic segmentation fluency, and reading comprehension. In-school writing prompts are scored by teachers using the Simple Six and Language Conventions rubric to assess writing progress. Other resources used at HLE to monitor continuous progress include: GEI (General Education Intervention) and WRAP (partnership with Southern Hills Counseling Center) meetings, Pivot (Data Warehouse), School Website, monthly School Board meetings, Data Walls, Data Binders, Student Information, and RIDGE calendars, as well as 9 Week Super Stars. Through the AdvancED process, we found that Standard 5, Indicator 5.3 is an area in which we could improve. Initially, some staff did not feel sufficiently trained in the area of Pivot/INSPECT and SSP and how to find and print the correct assessment reports and find and utilize resources. After realizing this need, our grades 3-5 teachers were given more training in this area by Shawnda LeRue throughout the year. We continue trainings on the assessment as needed. At the beginning of the 2015-2016 school year, parents were asked to complete an online survey for possible feedback on school initiative. This survey was available for parents attending parent teacher conferences in October. To those who couldn't attend, an e-mail version was available. When staff members, parents, and community members buy into the evaluation and

improvement process, greater progress can be made. We strive to identify students who are in need of remediation and those who can benefit from enrichment or higher level thinking. The staff at Holland Elementary realizes that this is a school-wide process and that every staff member, regardless of teaching area, must assist in the program of continuous and verifiable assessment. Utilizing daily morning Ridge meetings, our school has been able to better identify the steps needed to place the process of continuous improvement into motion. The school staff believes strongly in the need to keep parents and stakeholders actively involved in the process of continuous improvement. Communication is very important to the parents and teachers at HLE. We use many communication methods including weekly newsletters, school website, School Messenger (phone messaging system), progress reports, report cards, parent/teacher conferences, and other reports and correspondence with parents. Parents are able to access their child's assignments and grades at any time using confidential passwords in Harmony. HLE recognizes student progress in a number of ways. Exemplary work is posted. A Student of the Month is chosen for each grade level. The corporation recognizes one Student of the Month from each building at a regular monthly School Board meeting. Recognition of these students from HLE, as well as Nine-Weeks Super Stars takes place in a school assembly monthly.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	All data for Areas of Notable Achievement and Areas in Need of Improvement are referenced in the attachments below.	HLE Data Chart Information 2012-2013 Report Card 2013-2014 Report Card Applications and Conventions I-Read DATA

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Which subgroup(s) show a trend toward increasing performance?

Free/Reduced and Special Education subgroups show a trend toward increasing performance based on ISTEP+ results.

Reference Data Attachment Chart 1

Free/ Reduced 2012-2013 78.9% 2013-2014 87.0%

Reference Data Attachment Chart 2

Special ED. 2012-2013 75.0% 2013-2014 82.4%

Between which subgroups is the achievement gap closing?

The Free/Reduced and General Ed achievement gap is closing based on ISTEP+ results.

Reference Data Attachment Chart 1

2012-2013 F/R 78.9% General ED 90.3% Gap 11.4%

2013-2014 F/R 87.0% General Ed 96.2% Gap 9.2%

Which of the above reported findings are consistent with findings from other data sources?

Third Grade IREAD 3 data is consistent with all above findings.

2012-2013 96.4%

2013-2014 96.6%

Reference IREAD Data Attachment

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Reference Goal 1

Even though our ISTEP + results are well above the state average and our performance trend as an "A" school stands strong our areas below expected performance based on Goal 1 are the 3rd Grade decrease in the cut scores Point Difference in Writing Applications and Language Conventions, 5th Grade in Language Conventions.:

Reference to following data--Note: Again, the POINT DIFFERENCE IS WELL ABOVE THE CUT SCORE, but BELOW our expected performance level from year to year

2012-2013 Writing APPS. *PD 17 2013-2014 *PD 16.9

2012-2013 Language Con *PD 20.5 2013-2014 *PD 18.7

2012-2012 Language Con.*PD 9.5 2013-2014 *PD 8.3

Reference Data Attachment Writing Applications /Language Conventions Graph

Describe the area(s) that show a negative trend in performance.

There are no areas that show a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Special Education in Both ELA/Math would be the overall lowest performance compared to General Education.

Reference Data Attachment Chart 2

2012-2013 Sp. Ed 75.0% Gen Ed 89.9%

2013-2014 Sp. Ed. 82.4% Gen Ed 96.6%

Which subgroup(s) show a trend toward decreasing performance?

There are no subgroups showing a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

There are no subgroups the achievement gap is becoming greater.

Which of the above reported findings are consistent with findings from other data sources?

Third Grade IREAD 3 data supports no areas showing a trend toward decreasing performance trend.

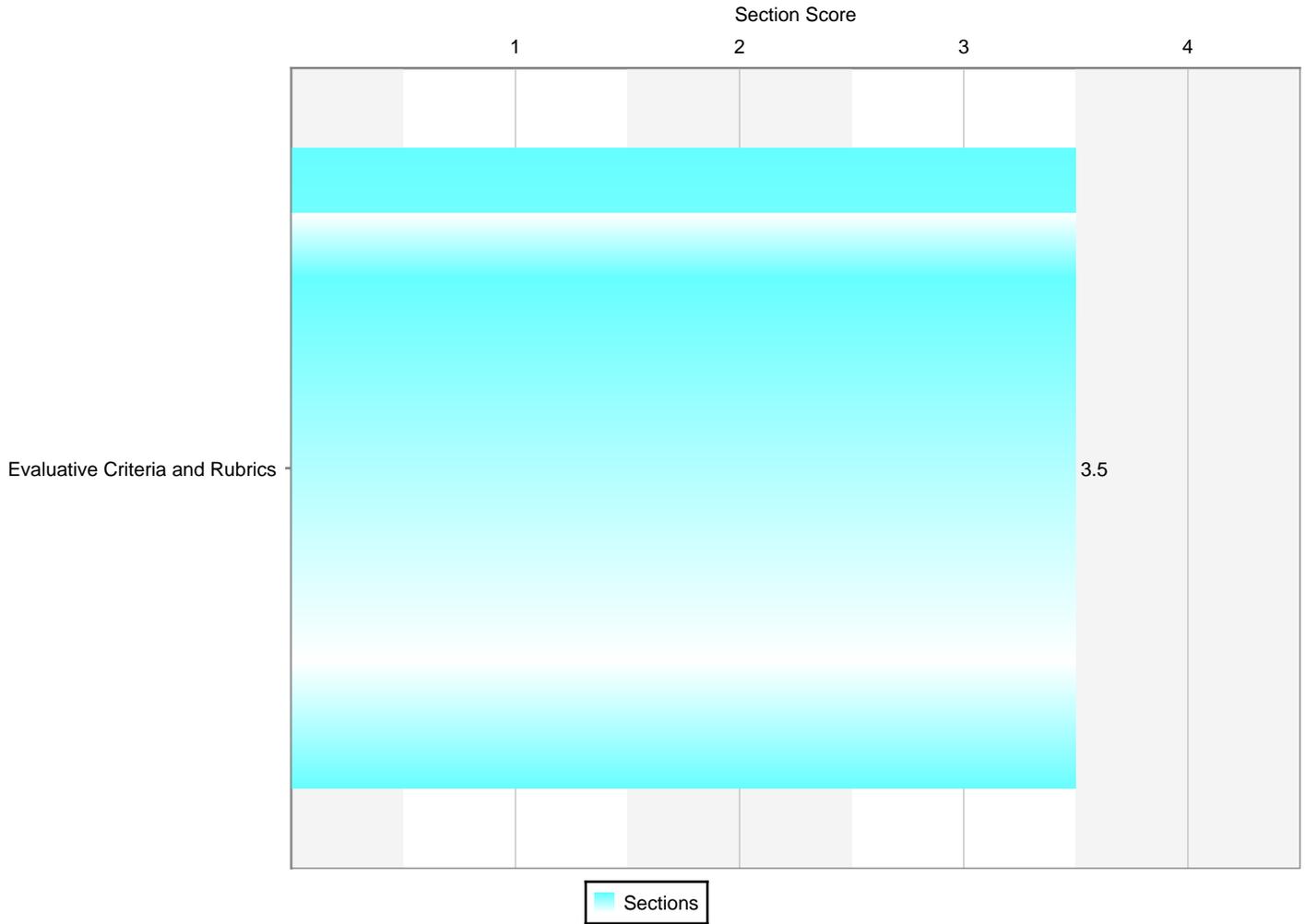
2012-2013 96.4%

2013-2014 96.6%

Reference IREAD Data Attachment

Report Summary

Scores By Section



INSIP March 2016

Overview

Plan Name

INSIP March 2016

Plan Description

Goals

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students at Holland Elementary will increase student achievement in writing across the curriculum (writing application and language intervention).	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
2	Teachers will actively participate in ongoing professional development to improve student writing across the curriculum	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0

Goal 1: All Students at Holland Elementary will increase student achievement in writing across the curriculum (writing application and language intervention).

Measurable Objective 1:

100% of All Students will demonstrate a proficiency Holland Elementary students will demonstrate a 4% improvement in writing applications on the ISTEP sub score by 2015-2016. Holland Elementary students will demonstrate a 2% improvement in language conventions on the ISTEP sub score by 2015-2016. in Writing by 05/19/2016 as measured by ISTEP scores.

Strategy 1:

Guided Writing Instruction - All teachers will provide guided writing instruction on a daily basis.

Research Cited: Best practices provided by the literacy coach.

Evidence of success: Teacher lesson plans, classroom observation/walk through evaluation tool and ISTEP scores.

Activity - Daily Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Writing instruction using the Simple Six Rubric will be utilized by all classroom teachers. Beginning, Middle and End Benchmark writing prompts will be given to all students and scored using the Simple Six and Language Convention Rubrics.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	All Classroom teachers

Activity - Daily Language Conventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Language Conventions will be completed consistently 3-5 days a week in grades 1-5.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	All teaching staff grades 1-5.

Strategy 2:

Differentiated Instruction Training - All teachers will continue with training and support for the implementation of differentiated writing instruction.

Research Cited: Best practices presented by our Literacy Coach.

Evidence of success: Teacher lesson plans, classroom observations/walkthrough evaluation tool and ISTEP scores.

Activity - RIDGE Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on writing instruction is ongoing as evidenced by our professional development calendar.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	All teaching staff.

Goal 2: Teachers will actively participate in ongoing professional development to improve student writing across the curriculum

Measurable Objective 1:

collaborate to ensure that all teachers are provided with professional development to improve student writing across the curriculum by 05/19/2016 as measured by Lesson plans, classroom observation/walkthrough evaluation tool, ISTEP scores, monthly professional development calendars..

Strategy 1:

Differentiated Instruction Training - All teachers will continue with training and support for the implementation of differentiated instruction.

Research Cited: Best practices provided by the Literacy Coach.

Evidence of success: Lesson plans, classroom observations/walkthrough evaluation tool, professional development monthly calendar

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align Curriculum with Department of Education Blueprint for Indiana College and Career Readiness Standards	Other - Professional Development	08/05/2015	05/19/2016	\$0	No Funding Required	All teaching staff

Strategy 2:

Simple Six Writing Training - K-5 will receive continued training in the Simple Six Writing Program.

Research Cited: Best practices presented by Literacy Coach, teachers and administrator

Evidence of success: Lesson plans, classroom observations/walkthrough evaluation tool, professional development monthly calendar

Activity - Simple Six/Language Convention Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Standard measure of assessment such as school wide writing and language convention rubric, will be developed, posted and utilized in all classrooms.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	All teaching staff

Strategy 3:

Technology - Current technology will be utilized to provide opportunities across the curriculum.

Research Cited: Best practices and technology opportunities as presented by the technology integration specialist

Evidence of success: Lesson plans, classroom observations/walkthrough evaluation tool, professional development monthly calendar

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Indiana School Improvement Plan

Holland Elementary

The Technology Integration Specialist provides professional development regarding new websites, applications, and current technology programs that supports curriculum.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	All teaching staff.
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Strategy 4:

Common Planning Meeting - Teaching staff will use grade level/across grade level common planning time to diagnose and provide optimum opportunities for students.

Research Cited: Best practices provided by Literacy Coach, teachers and administrator

Evidence of success: Lesson plans, classroom observations/walkthrough evaluation tool, professional development monthly calendar

Activity - Common Planning Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers meet on a weekly basis to discuss student achievement, writing instruction, technology issues, and assessment to provide optimum opportunities for student academic progress.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	All teaching staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Planning Meeting	K-5 teachers meet on a weekly basis to discuss student achievement, writing instruction, technology issues, and assessment to provide optimum opportunities for student academic progress.	Academic Support Program	08/05/2015	05/19/2016	\$0	All teaching staff
Daily Language Conventions	Daily Language Conventions will be completed consistently 3-5 days a week in grades 1-5.	Academic Support Program	08/05/2015	05/19/2016	\$0	All teaching staff grades 1-5.
Daily Writing Instruction	Daily Writing instruction using the Simple Six Rubric will be utilized by all classroom teachers. Beginning, Middle and End Benchmark writing prompts will be given to all students and scored using the Simple Six and Language Convention Rubrics.	Academic Support Program	08/05/2015	05/19/2016	\$0	All Classroom teachers
RIDGE Professional Development	Professional Development on writing instruction is ongoing as evidenced by our professional development calendar.	Academic Support Program	08/05/2015	05/19/2016	\$0	All teaching staff.
Technology Professional Development	The Technology Integration Specialist provides professional development regarding new websites, applications, and current technology programs that supports curriculum.	Academic Support Program	08/05/2015	05/19/2016	\$0	All teaching staff.
Simple Six/Language Convention Rubric	Standard measure of assessment such as school wide writing and language convention rubric, will be developed, posted and utilized in all classrooms.	Academic Support Program	08/05/2015	05/19/2016	\$0	All teaching staff
Curriculum Alignment	Align Curriculum with Department of Education Blueprint for Indiana College and Career Readiness Standards	Other - Professional Development	08/05/2015	05/19/2016	\$0	All teaching staff
Total					\$0	

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.